DOCUMENT RESUME

ED 271 723 CS 008 481

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TITLE Increasing Sight Vocabulary in Grades 1, 2, and 3 through Cross-Age Tutoring and Game Strategies.
PUB DATE Jan 86
NOTE 87p.; Ed.D Practicum, Nova University.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cross Age Teaching; Elementary Education; *Peer Teaching; Practicums; Program Evaluation; Reading Improvement; *Reading Instruction; Remedial Reading; *Teaching Methods; *Tutorial Programs; *Vocabulary Development; *Word Recognition

ABSTRACT

A practicum addressing (1) elementary school students' need to increase their sight vocabulary, (2) their needs for self-esteem, (3) their individual learning differences, and (4) the practical difficulties of providing additional practice time and personnel to teach is described in this guide. The introduction of the guide discusses the community in which the school is located and the role and responsibilities of the reading specialist-author of the practicum, while the second section documents the problems and needs of the remedial reading students in the primary grades, and explores research pertaining to these problems. The third section discusses anticipated outcomes and evaluation instruments, presenting the goals of the program: to increase the sight vocabulary of those students enrolled in the program, and to determine if participation in this word recognition program affected reading attitudes of the participants. The fourth section describes the selected solutions to the sight vocabulary problem, specifically a cross-age tutoring program that employed game strategies in three to four sessions per week. Training of the student tutors as well as the testing procedures are also described. The last section presents the results of the program, which indicate that tutored students did master the sight vocabulary they were expected to learn, although standardized and more formal tests did not show significant changes. Positive responses to the program from teachers and students are also discussed in this section, as are recommendations for future cross-age tutoring programs. Appendixes include a teachers' sight word list/test, and a tutored students' postprogram questionnaire. (HTH)

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Center for the
Advancement of Education
Ed.D. Program

INCREASING SIGHT VOCABULARY IN GRADES 1, 2, AND 3 THROUGH CROSS-AGE TUTORING AND GAME STRATEGIES

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Approved:

February 22, 1986
Date of Final Approval of the Report

Walter Schurman, Ed. D., Reviewer

FEB 4 1986

INCREASING SIGHT VOCABULARY IN GRADES 1, 2, AND 3 THROUGH CROSS-AGE TUTORING AND GAME STRATEGIES

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

SALLY F. LEVINE

NOVA UNIVERSITY
CLUSTER 15

January 1986

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ABSTRACT

Increasing Sight Vocabulary in Grades 1, 2, and 3 through Cross-age Tutoring and Game Strategies. Levine, Sally F., 1986: Practicum Report, Nova University Ed.D. Program in Early Childhood. Descriptors: Reading/Reading Achievement/ Reading Attitudes/Reading Comprehension/Reading Development/ Reading Difficulties/Reading Games/Reading Vocabulary/ Beginning Reading/Sight Vocabulary/Word Recognition

This practicum addressed the need to increase the sight vocabulary of Highland Park Elementary School students, their needs for self-esteem, their individual learning differences, and the practical difficulties of providing additional practice time and personnel to teach. The major goals were: (1) to increase the sight vocabulary of those students enrolled in this program and (2) to determine if participation in this program would affect the reading attitudes of the participants.

A cross-age sight vocabulary tutoring program for first through fifth grades was conducted three to four sessions per week between 8:45 and 9:05 a.m. Tutors were trained in game strategies. Tutored students had individual word lists. Both tutors and tutored students were tested pre and post-program.

The tutored students mastered the sight vocabulary they were expected to learn. Interviews and questionnaires completed by all students involved and by all teachers were quite positive. Standardized and more formal tests did not show significant changes. Recommendations were made for future cross-age sight vocabulary tutoring programs.

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Chapter I

Introduction

Community Information

Highland Park Elementary School in Upper Darby, Pennsylvania, has a population of over 700 students and a faculty of more than 40. The faculty includes two resource room teachers, one mathematics laboratory teacher, one full-time and one half-time reading specialist, one English-as-a second-language teacher and several teaching aides. Highland Park provides for grades kindergarten through fifth plus two classes for retarded students.

The school building is less than 10 years old. Classrooms are carpeted, attractive, and bright. Faculty and other personnel are congenial, dedicated, and caring. In short, Highland Park's atmosphere is pleasantly conducive to good learning and good teaching.

Upper Darby Township, with approximately 95,000 residents, is the largest township in Pennsylvania. Upper Darby, adjacent to Philadelphia, is densely populated and urban in character. The school district also includes students from the boroughs of Clifton Heights and Milbourne. Many of the families are foreign born; many mothers work outside the home; and many of Highland Park's families are single-parent homes. Although in 1982 the Upper Darby School District Long Range Plan for School Improvement (LRPSI) (p. 43) indicated that

33% of the parents of Upper Darby students were skilled laborers and 15% were professionals, the principal and the writer have observed that Highland Park's parent group has fewer of these skills represented than the district's general population. Highland Park's population exceeded Upper Darby's average in the number of one-parent families, foreign-born students, unskilled, unemployed, less well-educated parents, and in the number of families that fall below the area's average income level. These numbers cannot be substantiated because requests for such information are considered an invasion of privacy and, therefore, no records on these matters are kept.

Primarily because of the decline of 69th Street (the main business area), the tax base has been declining. School enrollments for the district have also declined from almost 12,000 students in 1974 to a projected 7,000 for 1984 (LRPSI, p. 101). Because Highland Park's receiving area includes apartment and other rental housing, frequent student turnover is not unusual.

Next door to Highland Park is St. Laurence, a parochial elementary school. At the end of kindergarten, Highland Park students frequently transfer to St. Laurence and then, for various reasons, transfer back for second grade. Some St. Laurence students transfer to Highland Park because their parents feel remedial services are more available there.

Writer's Role and Responsibilities

The writer is the full-time reading specialist in Highland

Park. Included in her responsibilities are:

1. to provide support and direction for the classroom teacher in the establishment of his/her reading program;. when necessary, to provide inservice for teachers in the teaching of reading;

2. to assist the principal in the development of strategies for the effective conduct of the reading program;

3. to help identify students with individual reading problems through testing and evaluation;

4. to serve the building staff as a source for current information and developments in the field of reading.

The writer is particularly interested in teaching and learning strategies as well as creative problem solving. She has developed manuscript and cursive handwriting programs, written a preschool program for parents and aides, researched much of the material for the newly implemented Upper Darby Spelling Program, and participated in curriculum development of the language arts and reading programs.

It was hoped that this report would present strategies that increase the reading vocabulary and feelings of self-esteem for the students served who have these needs.

Chapter II

Study of the Problem

Problem Situation

Many students, mostly in the beginning reading stages, have difficulty gaining a sight vocabulary in their classroom reading groups. Since this problem crosses grade levels, it includes students from first through fifth grades and ages 6 through 12 in Highland Park Elementary School. Although students in different grades have similar difficulties, grouping them together for remediation is unacceptable because the older students' feelings of self-esteem would be negatively affected. Furthermore, such scheduling is particularly difficult in this school.

Highland Park Elementary School was conceived and built as an open school with as few walls as could be managed. The open concept, that is, openness to learning and working together, still exists. Not only is there scheduling for the usual gym, music, art, and mathematics laboratory but scheduling must consider that the school consists mostly of open classrooms of two and three spaces. Each class, be it part of a two or three-space plan or a self-contained area, has its special subjects scheduled so that all classes of a grade level are engaged at the same time. Team teaching, and therefore team meetings for planning, is provided for this way.

Scheduling for remediation is also difficult because "pull-out services" can cause difficulty. If the student

misses regular classroom work, the value of remediation is questioned. In addition, most classes schedule language arts (which includes reading) in the morning, so the dilemma arises as to whether or not to have the student miss that subject in which he/she is already weak.

As the full-time reading specialist, the writer's time must be allotted to serve as many people and needs as possible in a caring, pedagogically sound, and efficient manner. Word recognition always has and always will cause some beginning readers difficulty. Some learners need much more encouragement, more individual attention, and more reinforcement than their classmates. Teachers, students, and reading specialists must cope with the limitations placed by time and scheduling. Parental ability (and sometimes desire) to help with schoolwork is often limited. Language, cultural, and/or educational differences contribute to some parents being unable to help their children with schoolwork. Many of Highland Park's mothers tell the teachers that they cannot handle their children (particularly their sons) and feel that the school is responsible for teaching and disciplining their children.

Until all students come with ideal abilities to learn, there will always be some who have difficulty learning to read. For them, this inability to gain and/or increase sight vocabulary without difficulty is part of their personal development and a perpetual source of data for researchers. It is a problem for which there is no one solution. Previous solutions, such as remedial groups and individualized

instruction, have been helpful but they have been limited by availability and the amount of time that could be allotted. In short, the problem addressed was the need to increase the sight vocabulary of needy Highland Park students without disrupting their classroom schedules.

Documentation of the Problem

Because of the writer's position, many students are referred to her for educational evaluations and/or remediation. These students may have:

1. difficulty keeping up with their classroom reading groups;
2. failed basal reader level tests;
3. tested below their potential on the California Tests of Basic Skills;
4. transferred to Highland Park from private schools because of needed remediation;
5. been referred by the staffing team;
6. been referred by a parent;
7. generalized difficulty not yet defined.

In short, requests from staff for reading help are frequent. Once a diagnosis is made, the reading specialist tries to offer suggestions for helping the student. Sometimes the teacher asks if "reading time" can be found for the student to receive additional help. Because teacher requests for evaluations and aid are frequent and because the writer had to document the need for her practicum, she distributed a questionnaire (see Appendix A) to all the regular education

teachers at Highland Park. Many teachers indicated a desire for a sight-word program in Highland Park.

Analysis of the Problem

Learning involves an individual's interaction with his/her environment. This early environment should provide the variety of experiences that the child needs to develop the vocabulary and concepts needed in the school situation. It is also important that this environment be positive and encourage the child's natural desire to learn and become independent. Hopefully, the parents or adults in the child's life value learning and have the positive expectations that the child will succeed. Noting this necessary but hidden agenda, it is apparent that many school children have gaps in their readiness to learn. As stated previously, many Highland Park homes are one-parent homes. Whether or not the mother (at Highland Park it is usually the mother) is employed, she usually has heavy financial, parental, and coping responsibilities. Because of these burdens, the parent frequently has difficulty being supportive of the school's ideals.

Many Highland Park students speak a language at home other than English. In fact, Greek school, after the regular school day, is often valued more than the public school. Because English is their second language, some of these students do not express themselves well or comprehend English well. Some of the native-born students also have too limited a facility

with English. Some Highland Park parents do not see the learning process as being so important as the child "being good in school." Cultural differences also include valuing boys' intellects more than girls' and not putting pressure on boys to learn because "they are boys." Delayed school entrance and retentions are resisted because some parents feel their children will not be permitted to quit school at 16 and go to work or that such a happening brings dishonor to the family.

Causes of learning difficulties, in general, and word-recognition needs in particular, have a variety of possible causes. Some children enter school with maturational lags. Teaching may be inappropriate or inadequate. Cultural differences may lower teacher and/or parent expectations of a child to achieve. Socioeconomic conditions can handicap some. A child's inadequate language, background of experiences, lack of positive models in his/her environment, plus unseen factors may all be contributing factors in reading disabilities, including that of a sight-word deficit.

In addition to these learning factors, many Highland Park students are bussed; and prompt arrival at school is not a certainty. At this time, it was more promising to seek solutions that enhance learning and can accommodate a tricky schedule than to dwell on the possible causes of limited sight vocabulary.

Relationship of the Problem to the Literature

"Reading" literature abounds with information on how to

improve reading behavior as well as how to increase sight vocabulary. Frequently, levels of reading achievement are associated with measures of self-esteem. Thus, the fields of cognitive and affective growth interact. The literature also discusses teaching strategies, materials, and the uniqueness of each learner when dealing with word recognition. Many young learners do not understand what a word is, confuse letters as words, and do not recognize that the white spaces are boundaries between words (Smith, 1973 & Morris, 1981).

This practicum addressed sight words, "words that children learn to recognize by sight without aid of any other identification" (Smith, 1963). The whole-word approach, rather than a phonetic one, was stressed. Highland Park's reading program stresses word analysis. Some children, despite good teaching, do not not learn well using this method; therefore, this practicum used a different approach. Some children are neither perceptually nor cognitively equipped to apply word analysis skills (McDonnell, 1975). The Gestalt view, that perception and learning move from the whole to the part and that the whole is greater than the sum of its parts, applied here. Word recognition and/or sight vocabulary are terms that imply the desirability of whole-word learning--a Gestalt.

"Self-respect is learned as a result of the numerous encounters with significant others which a child experiences in his daily life" (Wirth, 1977). Therefore, school experiences, as well as other experiences, can have positive or negative effects. The resulting self-esteem can play an

important role in the child's learning. "The child's self-image affects his motivation, his academic achievement, and direction of his growth" (Yawkey & Aronin, 1976). "The issue of the self-concept is 'the tool' toward effective learning" (Treat, 1977).

Perception of self is related to reading performance. A positive feeling about self contributes to success in reading; a negative feeling, to poor or inefficient reading (Simpson, 1978). Edwards (1972), quoting a study by Wallenbery and Clifford, emphasized that measures of self-concept and ratings of ego-strength made at the beginning of kindergarten proved to be somewhat more predictive of reading achievement 2½ years later than was the measure of mental ability; and that the self-concept was in a causal relationship to reading achievement. Consequently, instructional activities should be designed to enhance children's self-esteem (Wirth, 1977). Activities, materials, and lessons should be selected in which the student can succeed. Games can provide drill, motivation, and good vocabulary training (Sawyer, 1977).

Other educators have improved young children's sight vocabulary using the oral-reading-for-meaning method in one-to-one tutoring (Taylor & Nosbush, 1983); by using games to reinforce sight vocabulary (Dickerson, 1982); by employing predictive, repetitive materials that include high-frequency words (Bridge, Winograd, & Haley, 1983); and by using peer tutors (Heward, Heron, & Cooke, 1982), cross-age tutors (Nevi, 1983), and adult tutors (Sanacore, 1974).

Smith (1976) recommended the use of context clues to aid children learning to read by reading; Smith (1963) recommended that participation rather than spectator practice brings results; Silverton (1974) recommended an intersensory approach; and Wulz and Hollis (1979) recommended a series of tasks to test and teach the various levels of functioning (and non-functioning) in recognizing (reading) words.

To increase the sight vocabulary of Highland Park Elementary School students, their needs for self-esteem, their individual learning differences, and the practical difficulties of providing additional practice time and personnel to teach, all of the preceeding factors were considered.

Chapter III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

The following goals were projected for this practicum:

1. to increase, as quickly and painlessly as possible, the sight vocabulary of those students enrolled in this program;

2. to determine if participation in this word-recognition program would affect reading attitudes of the participants, a research goal recommended by Engin, Wallbrown, and Brown (1976).

Evaluation Instruments

The goals of the word-recognition program were measured through the writer's observations, through pre and posttesting of the participants, and from their classroom teachers' observations.

Tutored students were pre and posttested on the sight vocabulary they were expected to learn. Mastery of all words taught was expected since new words were not presented until the old words were learned. Each tutored student had his/her own sight-word list to learn. These words came from two sources. Those students for whom it was appropriate were checked on previously taught vocabulary such as from basals. A second source was words taken from the students' writings which had not been sight read by them when presented correctly spelled. Inability to sight read these words quickly and

placement of these words on the student's individual list constituted the pretest. Mastery was defined as the ability to sight read quickly those words previously missed and taught in the new program. The writer used these lists of words as the posttest.

The Levine Scales of feelings about reading (see Appendix B) consist of nine questions devised by the writer to give some insight into an individual student's feelings about the reading process and of self. They were administered to all participants as a pretest and posttest of the word recognition program. After 2½ months of approximately three sessions a week, students were interviewed (and/or filled out questionnaires) regarding their views of the program and their perceptions of their own reading progress.

The teachers responded to a questionnaire pertaining to any behavior changes noticed in the student participants. The Comprehension and Vocabulary Subtests of the Stanford Diagnostic Reading Test (Karlsen, Madden, & Gardner, 1968) were administered to the tutors. Form W was used for the preprogram test and Form X for the postprogram test. Level II, designed for the middle of fourth grade through eighth, was used for 15 tutors. Level I, designed for the middle of second grade through fourth, was used for three tutors. The tutors' teachers recommended the level of test they were given. Selection of these subtests was based on the fact that language development, meaning, and vocabulary were stressed in the program's strategies.

The Reading Comprehension Subtest tapped the student's ability to read small paragraphs with some words omitted and then to select the correct missing words from several choices, thus using only context (meaning) clues. To test vocabulary, the teacher read a defining sentence and the student selected the correct word from several that the teacher also read. Since the teacher did all the reading, this was a vocabulary test not a reading test.

Chapter IV

Solution Strategy

Discussion and Evaluation of Solutions

The problem of how to help children acquire their needed sight vocabulary and how to help children learn to read in general has generated many proposed solutions. Levinson (1980, 1984) felt that 20% of the world's population is dyslexic, that dyslexia is caused by an inner-ear disorder, and that this can be improved by medication. This treatment frees the dyslexic of the tendencies which cause the reading problem. The solution, though interesting, is one this reading specialist could not pursue.

Phonics programs, both synthetic and analytical, have been proposed for remediation by many. Breaking the Code, Open Court Remedial Program (1969) (synthetic phonics) was used in the Clifton Heights, Pennsylvania, Elementary School for students needing it in grades 4 through 6. The writer was trained in the theory and techniques of Open Court and consequently taught the remedial classes for the several months they were in existence. She also administered and analyzed the pre and posttesting for these classes. This program had been promoted as a panacea by the publisher's consultants and the principal was enthusiastic about it. Standardized testing showed no improvement in the students' reading skills.

Pull-out programs in Highland Park were difficult to schedule because of the open-classroom organization. Some students were already in pull-out reading programs with reading specialists; some because of teacher recommendation; and others because of failing the Testing for Essential Learning and Literacy Skills Test (TELLS), the test mandated by Pennsylvania for students in grades 3, 5, and 8.

The Holt Basic Reading Series (1980) is used in all the classrooms of Highland Park. To teach another basal program would have been too similar an approach and would not have brought new energy or direction to the reading.

Description of Selected Solutions

The writer had encouraged students to work together in previous programs. They enjoyed the arrangement and seemed to profit academically. Working with small groups would limit match-making possibilities. A school-wide program allowed students of all grades to be paired.

It was important that a Highland Park sight-vocabulary program should: (a) allow for individual differences that some students were not ready for word-analysis instruction and others might never be ready; (b) provide activities that insured success as much as possible; (c) devise procedures that enhanced participants' self-esteem; (d) provide activities that enlarged students' sight vocabulary; (e) make allowances for the fact that the only adult personnel available consistently was the writer; and (f) be scheduled for a time which would not disrupt regular classroom routine.

The program selected was a cross-age tutoring program as suggested by Nevi (1983). Having older, slightly more competent readers tutor the younger students provided individualization for the tutored, personnel for the program, and offered opportunities for both the tutors and the tutored to improve their self-images. The program was conducted an average of three times a week, more when possible and less when school activities or holidays interfered. It was conducted before school between 8:45 a.m. and 9:05 a.m. Arrival of school busses at different times caused some pairs of students to have more time than others. This was a circumstance that just had to be perservered with. Each pair of students began work as soon as they arrived at school.

The tutors were trained in the precise methods to be used--a combination of distinct strategies to be used by every tutor (see Appendix C). These strategies combined the findings of Sawyer (1977) and Dickerson (1982). Games, specifically Concentration, were played in a manner that incorporated an intersensory approach (Silverton, 1974). A modified use of Wulz and Hollis' (1979) concept of task levels for sight reading words was used by the tutors to introduce their students' words. The students to be tutored were tested by the writer on words practiced. Testing occurred when a tutor and the tutored student thought he/she was ready. New Concentration words were provided when the test was passed. A modification was made so that, in special cases, 7 or 8 correct words instead of 10 was considered passing;

the correct word cards were sent home for further practice (as usual); and the missed words carried over to the 7 or 8 new words to be taught.

The writer had many students recommended for participation in the sight-vocabulary program, both as tutors and those to be tutored. The principal and classroom teachers were receptive to having tutors and their students trained in the procedures. There was to be a minimum of 8 tutors and 8 tutored students in the program. As it turned out, a total of 23 tutors and 19 tutored students were involved, though not all at the same time. The writer compiled a sight-word list (see Appendix D) and Concentration cards (see Appendix E) for each of the students being tutored. Her parent aide tested each student on the words that the writer deemed appropriate.

Calendar Plan for Implementation

The following timeline was implemented:

Week of 2/25/85 — Questionnaires distributed to all Highland Park teachers.

Week of 3/4/85 — Testing began for students to be tutored. Previously taught reading vocabulary and students' correctly spelled, original writings were checked. Concentration cards and individual word lists to be used as tests were prepared for each student to be tutored.

Weeks of 3/11/85 and 3/18/85	Tutors were trained in two training sessions, one session per week. Tutors used prospective students' word cards to practice. Tutors took turns role playing with each other to ensure that prescribed strategies were adhered to. Each tutor filled out a copy of the Levine Scales. Tutors were tested on the Comprehension and Vocabulary sections of the appropriate Stanford Diagnostic Reading Test, Form W. Tutors received a copy of the tutors' guide.
Week of 3/25/85	Tutors met with their students and helped them fill out the Levine Scales.
Week of 4/1/85	Spring recess
Week of 4/8/85	Formal tutoring sessions began. (These sessions included posttesting when indicated. New cards were prepared for the following session if test was passed.)
Week of 4/15/85 and on	Meetings with tutors were planned to be held every two weeks, if possible, to keep the program's organization tight. This was not feasible.
Week of 6/3/85	Students completed postprogram questionnaires (see Appendices F and G) and interviews were conducted. Teachers completed their postprogram questionnaires (see Appendix H). Tutors and the tutored were

asked how they felt about the tutoring program and if they felt it had helped their reading ability. Teachers were asked their feelings about the tutoring program and if they had observed any changes in their students' behaviors, such as evidence of self-esteem and academic abilities. Students were readministered the Levine Scales. Tutors were administered the Comprehension and Vocabulary section of the appropriate Stanford Diagnostic Reading Test, Form X.

Week of 6/10/85 — Tutoring sessions continued until the last day of school (6/14/85). Each tutor received a certificate for participating in the Highland Park Tutoring Program (see Appendix I).

Report of Action Taken

Logistics of the Sight Vocabulary Tutoring Program. Students who were to be tutored had to be tested so that a personal word bank of unknown but needed reading vocabulary was available to be taught. Students reviewed the basal vocabulary (often printed at the back of the reading books) that they had been previously taught. Testing began at least one level below the one in which the student was being instructed. The tester was either the reading specialist, a teacher, parent aide, or a proficient child. The words

that were not read (pronounced quickly) were recorded. Miscalled words were recorded in addition to the words that the student actually said. These words were written in list form so that the student could be tested on them after they had been taught.

Ten words were taken in sequence from each tutored student's master list, and Concentration word cards were written for each word. On each half of a folded 3x5 card, the word to be learned was written: on one half, the first letter was capitalized; on the other half, all letters were lower case unless the word was a name. When a name was used, it was capitalized and simply written the same way on both halves of the card.

Each tutor had a sign-in sheet (see Appendix J). The tutored student's name was on the top with his/her grade and room number. The tutor went to the tutored student's classroom, brought him/her to the tutoring office, and signed his/her own name and the date on the tutored student's sign-in sheet. This was the record of who tutored whom and when. It was a quick way to determine who was present, who was absent, or perhaps on a late bus. New assignments could be made quickly when there were free tutors and students who needed to be tutored. Since the strategies were the same for everyone, no time was lost in explanations. Between class trips, late busses, and absences, this flexibility was essential.

While the tutor signed in, the tutored student found his/her own Concentration cards in the box of cards. He/she had

to recognize his/her own name which was fastened on the cards by the same rubber band that held the cards together. At the end of the session, the students returned their packets to the box of cards with the nametags in place. Nametags and cards sometimes became separated but with perserverence, the problem became minimal.

Students went through the procedures that the tutors had been taught. They discussed and used each word in appropriate sentences so that meanings were clear. All word cards were laid out face up and the tutored student was instructed to pick them up when the tutor pronounced the words. This was repeated until the tutored student felt comfortable with the words.

Stressing the meaning as part of this strategy was neglected by some of the tutors in the beginning, and word recognition was affected. The writer got into the habit of spot checking for meaning by asking the tutored students the meanings of some of the words being tested. Occasionally the hesitancy in the students' voices when they word-called revealed the fact that they did not know what they were saying. The writer had to emphasize this strategy to the tutors with the admonition that they were to ask the writer any meaning about which they were doubtful. Tutors had asked each other pronunciations and meanings and were often giving each other incorrect answers; therefore, the tutored students would learn incorrect responses. The tutors did learn not to fear asking the writer <u>any</u> question. They also learned never to tell

anyone who was being tutored that the task was "simple" or "easy." The rule was just to say the word correctly with no comment, unless it was a positive one.

Concentration was then played with strictly enforced rules. In the game, each word was said aloud. Cards were only turned over, never moved from one place to another, unless there was a match. Cards matched when the two cards turned up were the same word--one beginning in the upper case and one beginning in the lower case letter. The player got an extra turn for each match. The game was played until all the cards were matched. Whoever had the most matches was the winner. With the cards still in pairs, the tutored students were asked to read the words aloud. If they were unable to read a word, the tutor read it.

Concentration was played again and again until the words were learned comfortably enough for the tutored student to take the test. The writer gave the test in the early morning session, if at all possible. The tutored students often lined up so that giving six or eight tests in a row was not unusual. If time ran out, the writer made sure to get to those who wanted to be tested before the school day was over.

Testing consisted of having the tutored student read the words he/she had been taught from his/her master list. The criteria for passing were that the 10 words be read quickly and correctly. Once the student passed the test, he/she took the cards home to play with and practice some more. The writer prepared a new set of cards for the next tutoring session.

Differences in learning rates were very obvious in this program. Some students passed a test almost every session. Others needed a great deal more time and practice. This raised the possibility that (a) new words were learned more easily once a pattern of learning was established; (b) once a base vocabulary was established, more associations and discriminations could then be made about words and their similarities and differences; or (c) perhaps improvement occurred because success bred success.

Tutors' training. The training of the tutors involved teaching them the logistics of the program as well as some of the rationale behind the procedures. This was difficult and needed persistence on the trainer's part. Teachers, despite having been taught to teach a certain way, tend to teach as they have been taught no matter what their age. This was true of the tutors. They had to be reminded not to "yell" at their students and not to call them names; that the tutored student's winning the game of Concentration did not mean that he/she could really read the words; and that holding up the word cards for a person to read was not teaching, but testing.

If a tutored student really did not do well in a test, it was necessary to review the correct tutoring process that should have been used. Very often the tutor had not been laying out the word cards face up and pronouncing the words for the student. As a spot check, the tutored students were sometimes asked to give a sentence or meaning of words when tested. If they were unable to do this, there was a strong

possibility that the tutor had not gone over the words as he/she had been instructed. Some words that were missed this way were "common," "our," and "motel."

When the tutors were unable to define or were unsure of definitions, they absolutely were told to ask the writer. After some incorrect definitions were passed around, the tutors became scrupulous about verifying meanings with the writer.

Chapter V

Results, Conclusions, and Recommendations

Results

Every tutored student learned to read words that he/she previously had not been able to read--an increase in the sight vocabulary of everyone tutored. Participation in this word-recognition program did not affect the participants' reading attitudes as measured by the Levine Scales, a research goal recommended by Engin, Wallbrown, and Brown (1976). The teachers felt that the tutored students and the tutors profited from participation in the program. Results of pre and post-program testing of the tutors using the Comprehension and Vocabulary Subtests of the Stanford Diagnostic Reading Test, Levels I and II (Karlsen et al, 1968), showed an increase in the average raw scores in comprehension but not of the average vocabulary scores.

Tutored students' sight vocabulary. Every tutored student learned to read words that he/she had not been able to read before entering the tutoring program. Proof of this was that each student passed his/her individual word-recognition tests administered by the writer. It took some students longer than others to pass their tests and to receive new words. Some students learned many more words than others. Some students had more instruction time than others because of absences and the vagaries of bus schedules. Every tutored student was successful at learning to read his/her reading words in addition to comprehending their meanings.

Research literature has shown that those tutored have profited from tutoring. Bloom (1976) described several studies pertinent to this topic:

1. Liette's tutored students made significantly greater gains in reading achievement than controls did in the same study;

2. Robertson's study used fifth-grade tutors to teach sight vocabulary to first graders; the first-grade students attained a higher level of reading achievement than their controls;

3. Roger's study used third-grade students tutored by sixth-grade tutors who made significant gains above their control group.

4. Rosner's program used a 10-week tutoring cycle; fifth and sixth-grade tutors and third-grade tutored students produced a four-month gain in the tutored students' reading achievement.

5. Sheretz involved eighth-grade tutors and fourth through sixth graders to be tutored producing a higher mean growth in reading for the tutored than the control group.

6. Harrison was able to change kindergarten students' class rankings in reading by using upper-grade-level elementary school tutors.

7. Others, such as Snapp, Paoni, and Boyd, reported that tutored students made greater gains in reading than their controls or traditional programs.

In short, cross-age tutoring works to help tutored students learn to read.

Stanford Diagnostic Reading Test results (see Appendix K). The Comprehension subtest, Level II, of the Stanford Diagnostic Reading Test (Karlsen et al, 1968) was administered to 15 tutors. The raw scores of the pretest ranged from 21 to 49, with a median score of 29 and an average score of 31.6. The postprogram comprehension raw scores ranged from 10 to 58, with a median score of 37 and an average score of 34.4. This was an increase of 8 points of the median score and 2.8 of the average raw score.

The Comprehension subtest, Level I, of the Stanford Diagnostic Reading Test (Karlsen et al, 1968) was administered to three tutors. The preprogram raw scores ranged from 32 to 42, with a median score of 38 and an average score of 37.33. The postprogram Level I trio scored between 34 and 42, with a median comprehension score of 41 and an average score of 39. This was an average increase of 1.67 points and a 3-point rise of the median score.

As a group, tutors increased their raw scores in the Comprehension subtests in this program. Other tutoring programs also increased the tutors' reading achievement. Bloom (1976) reported several studies:

1. In Sherertz's study of eighth-grade tutors, the experimental group of fourth through sixth-grade tutored students and control groups reported a higher level of growth in reading and other subjects for the tutors than for the control group.

2. Tutors gained a minimum of one year in reading in

Rosner's 10-week cycle tutorial program involving fifth and sixth-grade tutors who were low achieving in reading and second and third-grade tutored students.

3. Rogers reported significant posttest reading gains for tutors in an experimental tutorial program involving sixth and third-grade reading underachievers and control groups.

4. In an experimental study of 6 to 12-year-olds reported by Morita, tutors made significant gains in reading.

5. In individual studies, Liette and Cloward reported greater gains in reading achievement for their tutors than for their controls. Using low achieving students as tutors proved helpful in improving the tutors' reading achievement.

The Vocabulary subtest, Level II, of the Stanford Diagnostic Reading Test (Karlsen et al, 1968) was administered to 15 tutors. The raw scores ranged from 17 to 32 in the pretest, with a median score of 23 and an average score of 24.13. The posttest vocabulary raw scores ranged from 17 to 33, with a median score of 28 and an average score of 20. This was a median increase of +5 but an average decrease of -4.13.

The Vocabulary subtest, Level I, of the Stanford Diagnostic Reading Test (Karlsen et al, 1968) was administered to three tutors. The raw scores of the pretest ranged from 25 to 31, with a median score of 31 and an average score of 29. The posttest scores ranged from 28 to 30, with a median score of 30 and an average score of 29.33. There was a decrease of one point (-1) in the median scores and a slight

increase (+.33) in the average scores between pre and posttesting.

Bloom (1976) described Paoni's tutoring program involving sixth-grade tutors and third-grade tutored students as not being more effective for the tutors and the tutored than a traditional program for improving vocabulary. The Highland Park Cross-Age Vocabulary Tutoring Program also did not measureably increase the tutors' abilities in vocabulary.

Levine Scales results (see Appendix L). Based on the most positive feelings for all nine questions, the highest score possible was 9. Based on a student checking all of the most negative feelings, the lowest possible score was 45.

The preprogram scores for the tutors on the Levine Scales ranged from 9 to 20, with 14 as the median and average scores. The postprogram scores for the tutors on the Levine Scales ranged from 9 to 23, with 15 as the median as well as the average score. The range of scores was 3 points lower on the postprogram results, with the average and median scores 1 point lower.

The 18 tutored students' preprogram scores ranged from 9 to 24, with 15 as the median and 15.38 as the average score. The tutored students' postprogram scores ranged from 9 to 32, with 13.5 as the median and 16.72 as the average score. The range of scores was wider for the postprogram scores and 8 points lower than the preprogram scores. The median score increased 1.5 and the average score decreased 1.34.

Neither the tutors' pre and postprogram average and/or median scores nor the tutored students' pre and postprogram

average and/or median scores demonstrated any measureable, positive changes in their attitudes towards reading or feelings about their own self-concepts. Other studies demonstrated similar results. Participation in tutoring programs does not necessarily result in an increase in measureable, positive feelings or attitudes. Bloom (1976) described several such studies:

1. Mohan's study reported no favorable change in self-concept in either tutors or the tutored from peer tutoring involving unmotivated children.

2. Liette's tutors, selected from underachieving Black male children, did not have positive self-evaluations more frequently than controls after 12 weeks of tutoring.

3. Bremmer stated that in a tutoring program involving seventh and eighth-grade tutors and first through fourth-grade tutored students, neither tutors nor the tutored showed significant change in attitude.

4. Cloward's study of high school dropouts tutoring fourth and fifth graders reported no measureable effect on tutors' or tutored students' attitudes or aspirations.

Results of these studies and of the writer's practicum illustrate the difficulty of changing attitudes and feelings of self-esteem. Helping students to experience academic success, at least in a short-lived program, is not sufficient to raise their feelings of self-esteem nor their attitudes towards reading.

It is quite likely that this program as well as other programs cited dealing with elementary school children may have included particularly vulnerable students, third graders through fifth (preadolescent). Quandt and Selznik (1984) discussed that many very young children have very positive feelings about themselves and that they have not yet internalized the importance of academic success, and thus their lack of this achievement has not affected them negatively. However, they quoted Bingham who stated:

> Third grade is a common time for children to begin to lower their self-concepts as a result of learning problems. Preadolescents with learning problems, on the other hand, appear to be most susceptible to the impact of their failures. (p. 4)

Teachers' responses to postprogram questionnaire. The results of the teachers' questionnaires suggest that the tutoring program was much more successful from the teachers' point of view than from the students'. Some teachers' responses are recorded in Appendix M.

Tutors' responses to postprogram questionnaire. The tutors filled in questionnaires after the writer stimulated a discussion on the topics covered. Students' feelings about participation in the program were mixed but on the whole, positive. Samples of their responses are given in Appendix N.

Tutored students' responses to postprogram questionnaire. Again, tutored students' feelings about the program were

mixed but on the whole, positive. Samples of their responses are given in Appendix O.

Program journal. The writer kept a program journal; the ideas fell into several categories:

1. Responsibility and time

Sometimes tutors did not show up when they were supposed to. If unable to come, they were supposed to notify the writer ahead of time so that other provisions could be made. One excuse was that they had homework to finish before they could come. These tutors really did learn the meaning of responsibility. Three tutors quit the program because of this, but several others learned to use their time more efficiently. At times there was as little as 5 minutes tutoring time. Tutors became capable of using this time effectively.

2. Academics

Many tutored students progressed in their classroom reading groups and/or in the reading levels from which their words were being taken for tutoring. The writer had to make decisions, depending on the individual student involved, whether or not to continue with his/her tutoring at higher levels or to discontinue the tutoring. In two instances, stopping the tutoring enhanced the tutored students' feelings of progress. In other cases, the tutored students requested to continue their tutoring; they said it felt good to pass the tests. Two second graders became successful itinerant tutors for first graders.

3. Relationships

Cross-age relationships were formed. One tutor was in an automobile accident. Her student wrote a get-well note to her (with the writer's help). On her first half-day back, the tutor checked in early for her tutoring session.

Tutors often had bigger smiles than their students when the students passed their tests. There were a lot of smiles as well as tensions at testing time. Tutors' pride in their students was evident. One tutor said, "This kid ruined me." (The tutored student won all the cards.) Another said about his student, "Boy, he's smart! He passed after one sitting." Another tutor said, "She just got her words today and learned them."

It was lovely to see this interaction and to hear the giggles of delight when the children were playing. Occasionally, a tutor would ask if he/she could do tutoring later in the day because there had not been sufficient time before school. If feasible, it was arranged.

4. Flexibility

Because it was so flexible, the program was useful in more than the teaching of reading. One child whose parents felt he was having difficulty because he was not sufficiently challenged in class became a tutor. One patient and compassionate tutor not only enjoyed his student's success but became more efficient in completing his own classroom assignments.

Because the program was ongoing, students could be added as well as graduated from the program at any time. The time element had to be flexible because there were always late busses. Safety duty delayed tutors. Class trips shortened the time, but more than one tutor learned that even 5 minutes could be used productively. One tutor requested that the writer give her her own set of Concentration words so that she could increase her reading vocabulary at home. She learned the words.

5. Program director's insights

The interaction generated by the program enabled the writer to gain a greater insight into some of the problems that were distressing her students. At least two of the tutors were emotionally very needy. Both were depressed and expressed it in different ways. One looked for frequent opportunities to touch and interact with the writer and needed assurance that her student liked her. The other, though bright, had to work very hard just to keep his mind on the games. Although both of the tutors' reading scores deteriorated, there were a lot of negatives going on in their lives.

6. Implications

Educators are always looking for ways to individualize learning and the time in which to do it. Schell (1978) found that "some children require three times more time to master tasks than do efficient learners, while a few can take six times as long. We can't rush these

children" (p. 881), but we must deal with these needs. Karweit (1984) stated that "in general, research studies show a positive association between time and learning" (p. 34), and cross-age tutoring is one way to make more time on task available. Cross-age tutoring is an available, economical strategy that can be individualized to suit each learner's need for time on task and mastery.

It is well documented that elementary school students working as tutors can facilitate reading development. Lehr (1984) recommended that the tutors selected should be mature, well-behaved leaders. Wasserman and Stanbrook (1981), on the other hand, described "inverse tutoring" where one student with learning difficulties tutored another. The tutors improved in the skills they taught. Lippitt (1975) felt that the helping goes both ways. The tutor helps his/her student to learn what he/she needs to know. Tutoring puts tutors into positions of responsibility, trust, influence, helpfulness, reviewing their own skills, and being appreciated. Frager and Stern (1970) found that tutors were equally effective whether they were high or low achievers.

Although Sanecore (1975) suggested that "reading self-concept can be enhanced by repeated, successful learning experiences" (p. 168), this was not the case in the writer's program or in others mentioned in the literature. Edwards (1972) discussed Walsh's claims that "children with learning difficulties see themselves as

less adequate than children who are making satisfactory progress in their schoolwork. A typical low achiever will see himself as inadequate, helpless, and worthless" (p. 214).

Beane, Lipka, and Ludewig (1980) stated:

> The general idea that "one success may lead to another" is supported experimentally by the work of Bailiffe (1978) who suggests the use of teacher-guided tutoring sessions, in which a successful outcome is ensured, followed by discussion of how it feels to succeed. (p. 85)

Conclusions

It appears to the writer that peer tutoring and cross-tutoring should be used at very early stages in school careers so that opportunities for mastery and success take place early and often, the concept of helping is encouraged, and the feeling of failure is prevented. In addition, frequent discussions about the tutored students' and tutors' successes should be built into the program as well as the tutoring.

The Highland Park Cross-age Tutoring Program involved mastery of the sight words each student was supposed to learn. The students' mastery was proven through testing. Mastery was expected and achieved. The concept of time needed was de-emphasized and allowed the tutored students, as Culver (1978) suggests, "unlimited time to complete and master the task" (p. 406).

This program fits Guthrie's (1980) idea of merging "testing into teaching . . . assessment is not something that occurs apart from the teaching" (p. 444). Tutored students seem to accept and delight in passing their individual tests. Gleedow (1982) found that "almost two-thirds of the children reported they liked tests . . . /and that/ tests provide pleasurable results . . . a chance to demonstrate knowledge" (p. 37). The Highland Park Sight Word Cross-age Tutoring Program, because of its components, was a very positive experience for most people concerned.

Dissemination

The ideas presented in this practicum have been presented to a class of future speech therapists and will be available for presentation for other groups. The strategies used lend themselves to workshop involvement.

Future tutoring programs. Next year, those fourth graders who have not tested out of the TELLS program in the third grade will be tutors in a new word-recognition tutoring program that will be conducted in much the same way as the one previously described.

Next year, no matter how difficult, the writer will arrange for more frequent meetings with the tutors and tutored students to keep the program tight. More rap sessions are necessary to point out successes and improve self-esteem. Teachers will be asked for continued input and will be kept apprised of the reading levels in which their students are being instructed. Also, they will be given suggestions as to

whether classroom instruction might be conducted on a higher or lower reading level.

Next year, the Levine Scales will be administered after discussions of feelings. Posttests will be administered at least one month before the end of the school year in order to avoid the setting in of end-of-year fatigue.

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APPENDIX A

TEACHERS' QUESTIONNAIRE

Appendix A

Teachers' Questionnaire

1. Do you feel there are students in your class, though having been taught, have not yet acquired a suitable sight vocabulary?

_____

If so, why do you think this is so? _____

_____

2. Please write the names of students that you feel will profit from being tutors, and who are available until 9:10 a.m. _____

_____

_____

a. Why do you think these students are having difficulty?

_____

_____

b. What kinds of growth are you hoping for, for these children?

_____

_____

3. Please write the names of students that you wish to have tutored in 'word rec' and who are available until 9:10 a.m. _____

_____

a. Why do you think these students are having difficulty? _____

_____

b. What kinds of growth are you hoping for, for these children?

_____

_____

4. Please list any other times during the week that your student(s) are available for this service. _____

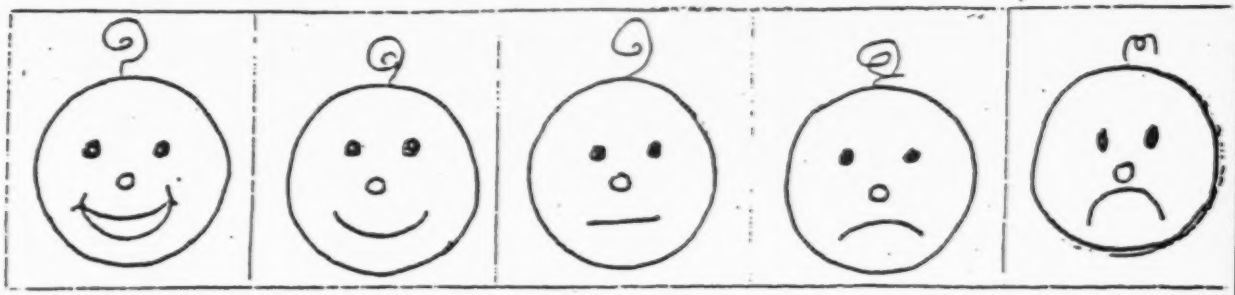
APPENDIX B

LEVINE SCALES

Appendix B

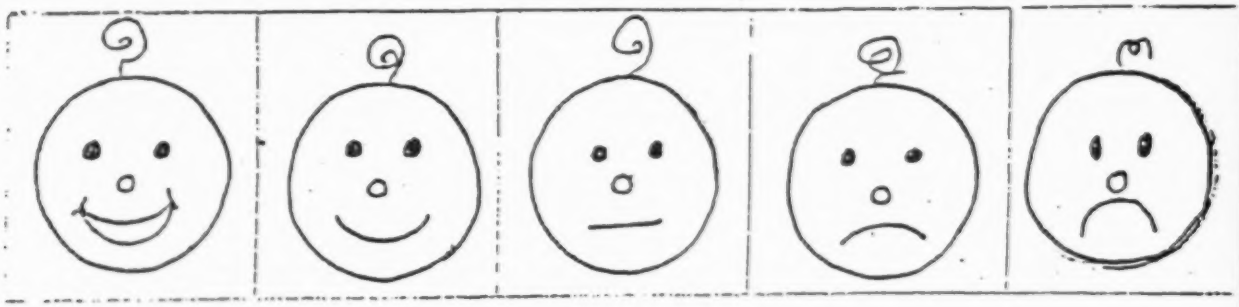
Levine Scales

Direction: Draw a circle around the face that tells best how you feel.

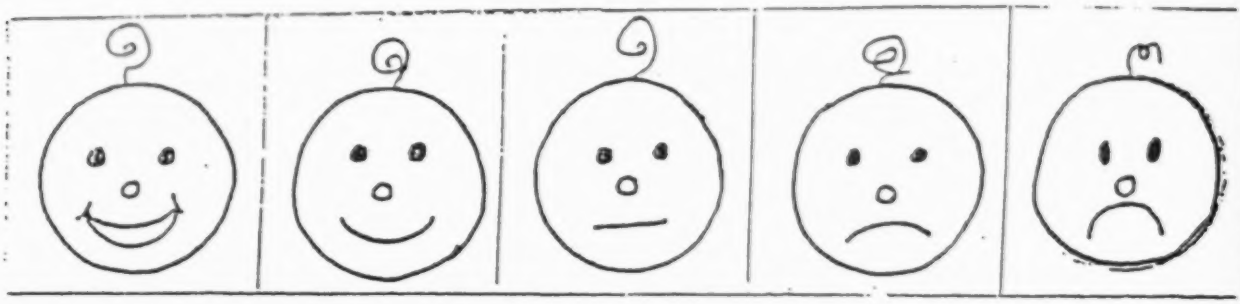


very happy or pleased | a little happy | neither sad or happy | a little sad | very sad or displease

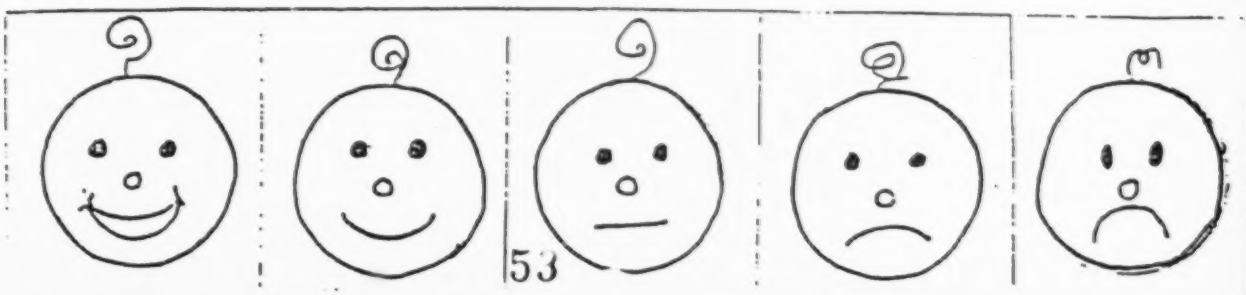
1. H ow do you feel about going to school?



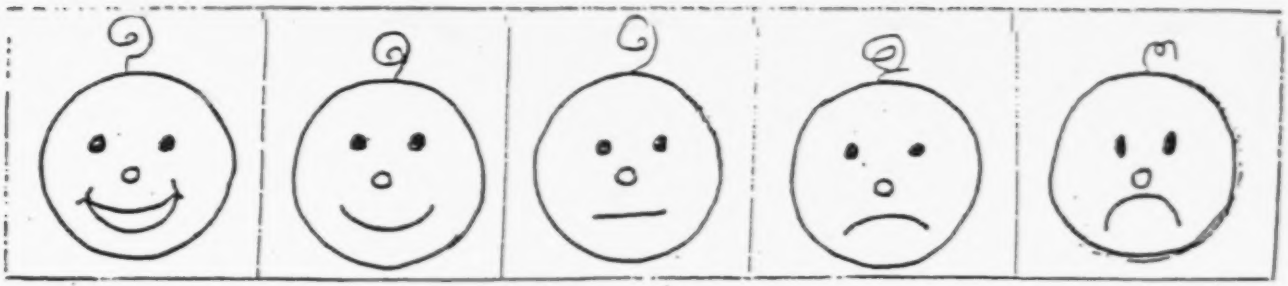
2. How do you feel about reading?



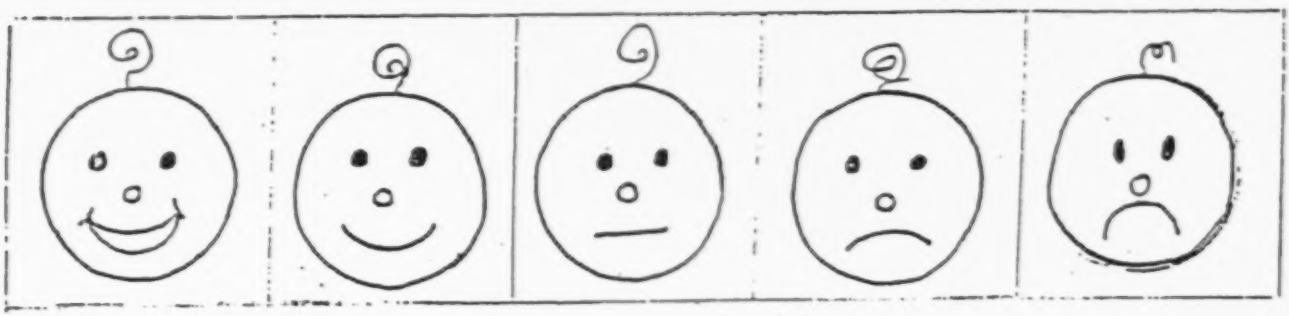
3. How do you feel about books?



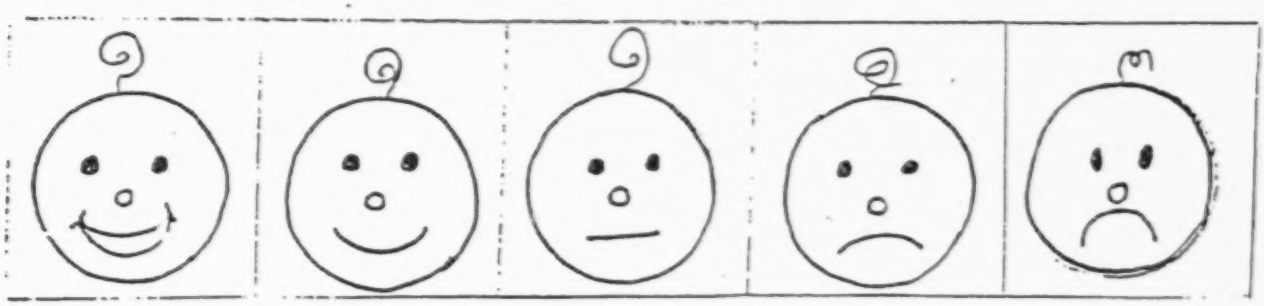
4. How do you feel when you read?



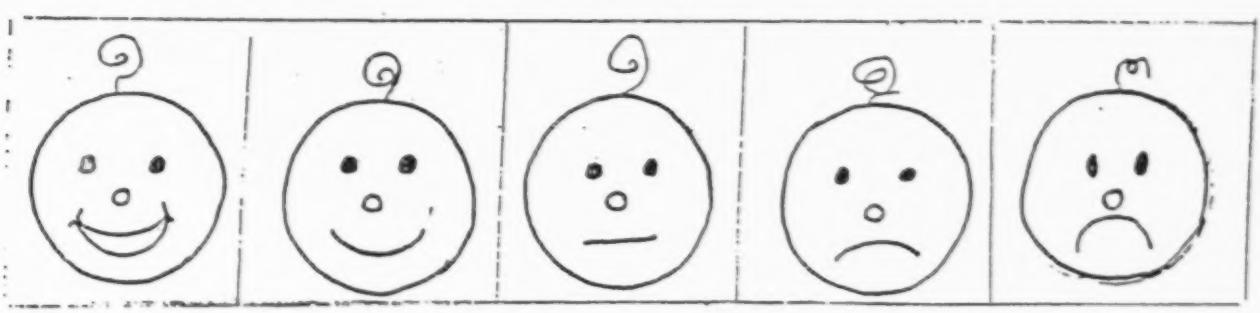
5. How do you feel when you have to read in school?



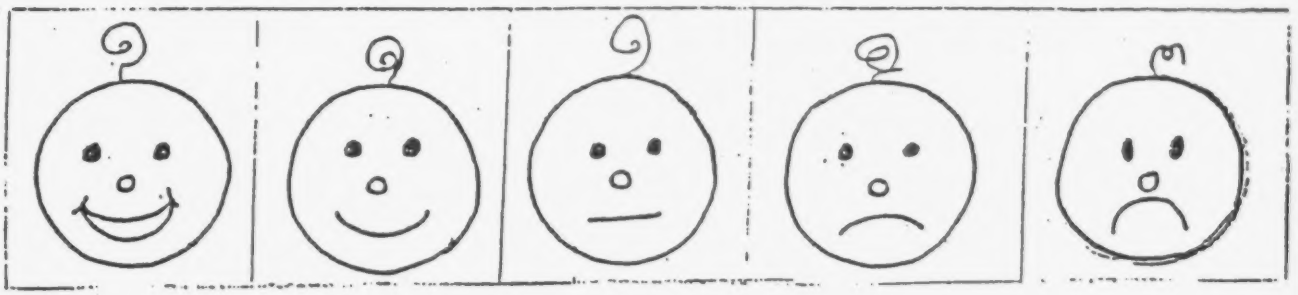
6. Are you happy with the way you read?



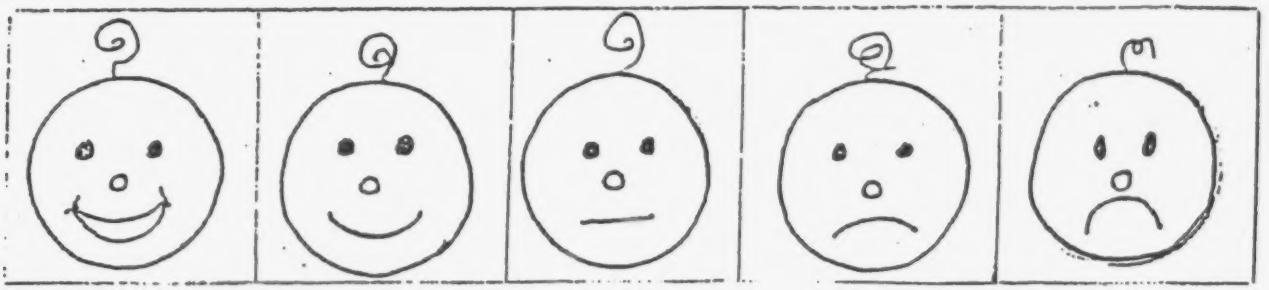
7. Do you get pleasure from reading?



8. How do your parents feel about reading themselves?



9. How do your parents feel about your reading ability?



S.F. Levine

Faces by Doris Hansell

APPENDIX C

TUTORS' GUIDE

Appendix C

Tutors' Guide

Tutors:

1. Sign in on your student's sign-in sheet.
2. If the words are new, go over them carefully. Use sentences.
3. Spread out the word cards with the words face up. Ask the student to pick up words you ask for.
4. Play Concentration several times. Stick to the rules.
5. Check to see if the student is ready for his/her test.
6. Tutoring takes place every morning except Tuesday.

APPENDIX D

SAMPLE TUTORED STUDENT'S PERSONAL SIGHT-WORD LIST/TEST

Appendix D

Sample Tutored Student's Personal
Sight-word List/Test

MARIA

LEVEL 8

6/5 Cont.
apartment ✓
Rosa's ✓
elevator ✓
6/7 buttons ✓
tried ✓

floor ✓ 6/7

bad ✓
he's ✓
waked ✓
without ✓
cousin ✓
thank — ✓ 6/10
daddy-longlegs ✓
(end of column 1)

bed ✓
6/7 wants ✓
~~he's~~
leg ✓
thank ✓
(end of column 2)
thumb ✓
grew ✓
Mr. Greenthumb ✓
smell ✓
6/10/88 very ✓
talk ✓
wait ✓
doctor ✓
still ✓

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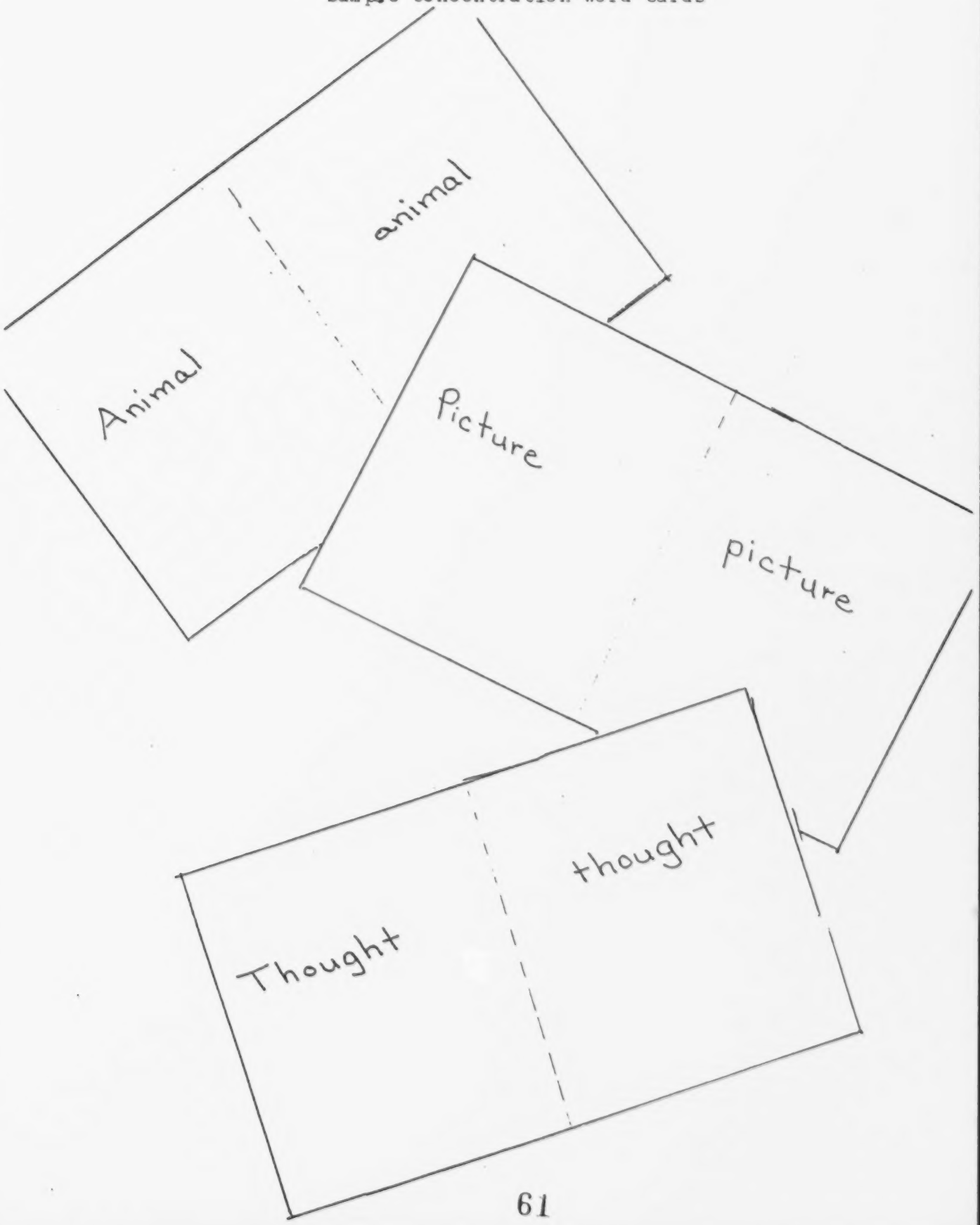
APPENDIX E

SAMPLE CONCENTRATION WORD CARDS

Appendix E

Sample Concentration Word Cards



APPENDIX F

TUTORED STUDENTS' POSTPROGRAM QUESTIONNAIRE

Appendix F

Tutored Students' Postprogram Questionnaire

NAME _____

DATE _____

1. How do you feel about the tutoring experience in general?

2. Do you feel the tutoring helped you with your classroom reading? If yes, how?

3. Do you think that you and your tutor were well matched--that is, worked well together?

4. Would you like to be tutored like this again?

5. Would you like to be a tutor sometime?

6. What advice would you give to someone who was going to be tutored? Or going to be a tutor?

APPENDIX G

TUTORS' POSTPROGRAM QUESTIONNAIRE

Appendix G

Tutors' Postprogram Questionnaire

NAME _____

DATE _____

1. How do you feel about the tutoring experience in general?

2. Do you feel that being a tutor helped you in any way? If so, how?

3. What did you like and not like about the tutoring situation?

4. Do you think you and your student were well matched--that is, worked well together?

5. Would you like to be a tutor again? Why?

6. What advice would you give to someone who was going to be tutored? Or going to be a tutor?

APPENDIX H

TEACHERS' POSTPROGRAM QUESTIONNAIRE

Appendix H

Teachers' Postprogram Questionnaire

TEACHER'S NAME _____

STUDENT(S) NAME(S) _____

_____

_____

1. How do you feel the tutoring program has worked out for your student(s)?

2. In what ways can this program be improved?

Thank you,

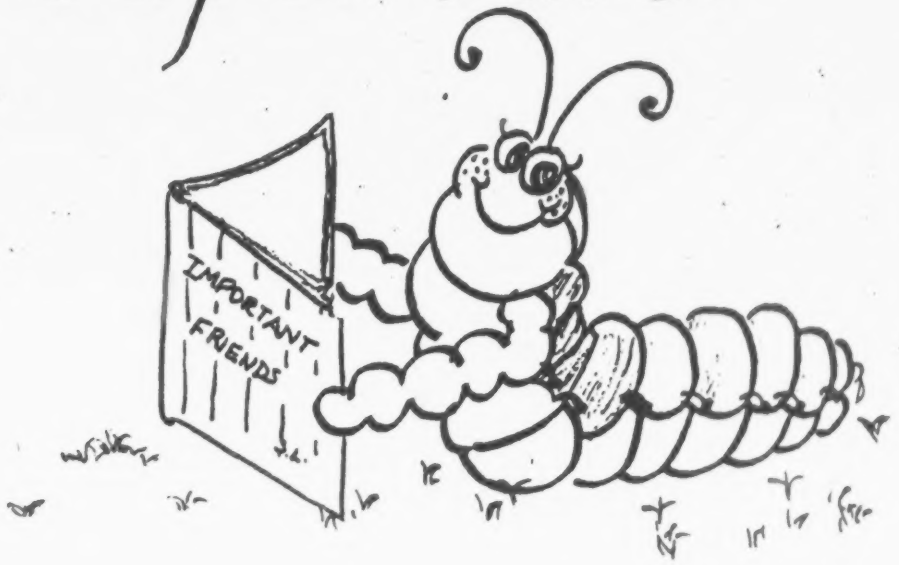
Sally

APPENDIX I

HIGHLAND PARK SUPER TUTOR CERTIFICATE

Highland Park School

Super Tutor



STUDENT

PRINCIPAL

READING TEACHER

DATE

APPENDIX J

SAMPLE SIGN-IN SHEET

Appendix J

Sample Sign-in Sheet

Leo - 2-209
Mariellen - 2-18-85
Mariellen - 2-22-85
Mariellen - 3-21-85
Mariellen - 3-22-85
Mariellen - 3-28-85
Mariellen - 3-29-85
Mariellen - 4-11-85
Mariellen - 4-15-85
Mariellen - 4-17-85
Mariellen - 4-18-85
Mariellen - 4-19-85
Mariellen - 4-22-85
Mariellen - 5-1-85
Mariellen - 5-2-85
Carol 5-6-85
Carol 5/17/85
Mariellen - 5-20-85
Mariellen - 6-3-85

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APPENDIX K

STANFORD DIAGNOSTIC READING TEST RESULTS
(COMPREHENSION AND VOCABULARY SUBTESTS)

Appendix K

Stanford Diagnostic Reading Test (Results)

Tutors

	Level I	Comprehension				
	Range of Scores	Median Scores	Change	Average Score	Change	Number of Tutors
Pre-test	32 to 42	38	+3	37.33	+1.67	3
Post-test	34 to 42	41		39		
	Level II	Comprehension				
Pre-test	21 to 49	29	+8	31.6	+2.8	15
Post-test	10 to 58	37		34.4		

	Level I	Vocabulary				
	Range of Scores	Median Scores	Change	Average Score	Change	Number of Tutors
Pre-test	25 to 31	31	-1	29	+ .33	3
Post-test	28 to 30	30		29.33		
	Level II	Vocabulary				
Pre-test	17 to 32	23	+5	24.13	-4.13	15
Post-test	17 to 33	28		20		

APPENDIX L

LEVINE SCALES RESULTS

Appendix L

Levine Scales (Results)

Tutors

	Range	Median Scores	Change	Average Scores	Change
Pre-test	9 to 20	14	-1	14	-1
Post-test	9 to 23	15		15	

Tutored Students

	Range	Median Scores	Change	Average Scores	Change
Pre-test	9 to 24	15	+1.5	15.38	-1.34
Post-test	9 to 32	13		16.72	

APPENDIX M

TEACHERS' POSTPROGRAM QUESTIONNAIRE RESPONSES

Appendix M

Teachers' Postprogram Questionnaire Responses

Teachers of Tutored Students:

1. How do you feel the tutoring program has worked out for your students?

   Just fine! They always came back feeling quite proud of themselves. The other children thought it was neat that they had tutors.

   Yes! The benefits were evident in reading group and the children enjoyed going to the tutoring sessions. They obviously felt rewarded by the program.

   Fine.

   Went very smoothly. Children were out of the rooms at very convenient times and therefore didn't miss important instruction. I noticed that all improved with their vocabulary.

   Fantastic--all of them have become more secure in basic vocabulary--self-confidence has improved--kids do look forward to their reading time each day with the tutors.

   Very well--they all needed individual attention--and since it went along with the reading vocabulary, it was extremely helpful.

   H. was enthusiastic about being tutored. I think it helped for him to be reading other material. G. (his tutor) was very good.

2. In what way could this program be improved?

   Maybe you could give the children time to explain what happens when they are tutored. Maybe the tutors would like to be guests and explain their jobs.

   The timing wasn't always the best as the kids missed seat-work directions at the beginning of the morning.

   Written report of how the children are doing, especially when they pass from one level to the next.

   Only to continue it!

Teachers of Tutors:

1. How do you feel the tutoring program worked out for your students?

   Terrific boost in self-esteem.

   I think it has worked well. It has added to their sense of responsibility and has built confidence in themselves.

   D. remarked that he had difficulty finding his girl so that he could tutor her. He spent more time looking than tutoring. (We've heard this before!)

   I feel it helped both of my students greatly. A sense of maturity and responsibility was aided by their "helping."

   Taught them some responsibility. They learned to make arrangements for lunch, etc., and still tutor on time.

2. In what way could this program be improved?

   The timing is tough, but liveable. I can't think of any time that would be better.

   Time should be more strictly regulated. I had tutors coming back at varied times which made starting each day more hectic than necessary.

   Bring the entire group into the class--a group effort to help. More feedback to tutors. Reward system for students' tutors when the kid they work with can achieve "goal": stickers, goal chart, auction with prizes, certificates, luncheon.

   Maybe let them give up more of their time (lunch) or free time when all their own work is completed.

   Have the tutors work on their lunch hour or after school.

Social Worker:

   Great.

   Increased her self-confidence, source of pride; good review and increased skills. Positive attitude toward tutoring transferred into classroom setting.

APPENDIX N

TUTORS' POSTPROGRAM QUESTIONNAIRE RESPONSES

Appendix N

Tutors' Postprogram Questionnaire Responses
(Spelling, but not grammar, has been corrected)

1. How do you feel about the tutoring experience in general?

It was a big hassle for me.
It is a good experience because you get to work with somebody and you get out of classwork.
I enjoyed it a lot.
It was a very fun thing to do.
I feel good because I help other kids.
I feel that I can help other people and I think that my student is learning more.
I feel very good about this job teaching kids words they don't know.
I love it. It was very fun helping someone else read while I learned a little bit.
It was a very nice experience for me because I taught someone how to read and I made a new friend.
It feels good to help people.
It was a little good and a little bad.
It was OK to be a tutor because it was fun.
I like it very much because I like to help other people with their reading.
OK experience.
In the beginning it was so fun. And now it is OK.
It's OK.
A little happy.
I think that it a good way to teach kids and it's fun.

2. Do you feel that being a tutor helped you in any way? If so, how?

Yes. me to because it helps.
Yes. It taught me words I did not know and how to pronounce them.
No.
OK.
Yes. I learned a lot of words I never knew existed before.
No.
Well. It helped me in learning to do somethings.
It helps me learn to work with little kids.
Yes. It helped me how to spell some words.
I learned what some words meant.
I learned some words, too.
Yes--by helping me learn more.
Yes, because I learned some words as I didn't know before.
Yes. I think it helped me in my reading.
Yes--because it made me feel happier.
Yes.
Maybe a little. Because it helped me work with little kids.
Yes, I learned new words.

3. What did you like and not like about the tutoring situation?

I liked that I didn't have to read books.
I liked it in the beginning of the year. In the middle it was great, In the end, it is OK.
It might help the kid, but not me.
I like when your kid knows everything. And what I don't like is when they don't pay attention.
I liked that it would help another person and yourself.
I liked teaching the kids words. And I didn't like going to get them.
It was hard on Wednesday because we had art at 9:00. The rest of the days were OK.
I liked everything in tutoring.
I liked the way we worked. I do not like when Larry clowns around.
I liked helping my student and I enjoyed it. I did not like having to wait for my kid she was late bus.
I didn't like the times because we had to come straight here and I lost some time from special classes.
I like it because it helps people.
I did not like coming every day in the morning (but Tuesday) I liked working with the younger kids.
I didn't dislike anything it was a good way to do it.
You'd have to go early in the morning and it didn't give you enough time to unpack.
I like kids I don't have time.
No because might not get to tutor again. She was out too much.
I think tutoring is great! I really think it's fun and I think that other people would like it too.

4. Do you think you and your student were well-matched---that is, worked well together?

Yes, because she learns more.
Yes and no because sometimes my student would clown around.
Yes. She learned fast and was very nice.
Yes, we were because we got along great.
Yes.
Yes.
No, we were not well matched.
Yes, she was. We worked great together.
Yes, with both students.
No--because he always did bad things.
Yes--I do think we were matched well and we worked together.
Edward and I got along great.
Yes! We were well matched. We worked great together.
No. He would not listen.

5. Would you like to be a tutor again? Why?

No.
No--because the time.
Yes, because it is fun.
Yes! Then when I grow up I might make a living.
If I was in fourth grade I would like to do it again, because it is fun.
Yes. Because it was fun and I enjoyed helping someone. It made me feel good.
Yes I would because it's a lot of fun.
Yes, because I think it's good to help kids.
Not really--because I did not like it that much.
No--because I won't be here.
Yes! Because I enjoy it.
Yes! Because it's just great to teach people!
NO--because I'm doing this for him and he's being rude.
Yes, because it is fun and you get out of classwork.
Yes, because it would help another person and I.
Yes, because I like teaching kids words they didn't know.
No, because on Wednesday I have "drum".
Yes, because it is fun. And get to know words you didn't know before.
No, I would not. It just would not work out.

6. What advice would you give to someone who was going to be tutored? Or going to be a tutor?

Tutor the kid a lot.
Good luck.
Try to be there every day.
But I will give him one advice he or her can make a living just by helping.
That to be easy to your student and show them the 3 steps.
It will be fun and try your best. Have fun with your kid.
For the tutored person I would say, "Don't worry, it will be OK." For the tutor I would say, "Have fun."
I would give advice about how it was to the tutor and to the kid that is getting tutored.
For people going to be tutored I would say, "Study, and try hard." People going to be a tutor, "Do everything you get told."
You have to go early in the morning. It's really fun. You have to take a little bit of tests.
Just to try to be nice to your kid and they should cooperate.
I'd tell them, "If you like to be a tutor then do it, but if you don't like kids, don't tutor."
To be nice and don't scream at your kid.
If you were going to be a tutor if the person who is getting tutored if they get all of the words right, wait another day to see if they remembered the words.
I'd give them advice to feel happy about what they're doing.
It's hard.
Not to worry. It is a fun job to me!
Listen to your tutor. And don't force the kid.

. APPENDIX O

TUTORED STUDENTS' POSTPROGRAM
QUESTIONNAIRE RESPONSES

Appendix O

Tutored Students' Postprogram
Questionnaire Responses

(Spelling, but not grammar, has been corrected.)

1. How do you feel about the tutoring experience in general?

The kid never was there.
Happy.
Boring.
I didn't like it.
I like.
Rather not come.
Rather stay in classroom.
Hate it--nobody came to pick me up.
Didn't like it--kid never was there.
Everytime I'd learn the words, I'd forget them.
Sad-had to tell what the words mean--I'm tired telling what those words mean, over and over.
Reading the cards is fun.
Like it.
I like saying the words when they hold them up.
Like it a lot.
It's fun.
Yes, games helped to learn.
I like Concentration.
When you play the games it's fun.
It was fun playing games.
It is great.
Happy.
Excellent.
Happy.
Happy.
Happy.
Happy.
Happy.

2. Do you feel the tutoring helped you with your classroom reading? If yes, how?

Yes, by reading the words I do know.
Yes, moved in higher book.
Yes. I moved in higher book.
Yes.
Yes.
Learned words you didn't know before.
It helps me to learn the words.
Helped you to know words you hadn't seen before.
Yes.
No, can't read story.
No, boring.
Hate school--no.

NO.
NO.
Don't know.
Yes, I liked it.
Yes, helped me to know the words.
Yes, I learned new words.
Yes, I look in back of the book and learned.
Yes, when you have to read a book you remember the words you learned.
It's fun getting better in reading.
It's fun coming up here every day but Tuesday.
Sometimes we get to read directions on paper.
It helps us read in reading group a lot.

3. Do you think that you and your tutor were well matched--that is, worked well together?

Yes.
No. J. fooled around.
Rather have a boy tutor, but not B. He yells at me.
Yes.
No, don't know.
Yes, learned words I didn't know before.
Yes.
Yes.
So-So.
Yes.
Yes.
No.
NO.

4. Would you like to be tutored like this again?

Yes.
Yes.
Yes.
Yes.
Yes.
Yes.
No.
Yes.
No, be a tutor.
No.
Yes.
Yes.
Yes.
Yes, if I had a good tutor.
Yes, if I had a good tutor.
Yes, if I had a good tutor.
Yes, if I had a good tutor.
NO.

5. Would you like to be a tutor sometime?

Yes.
Yes.
I think it's fine.
Yes.
Yes.
Yes.
Yes.
Yes.
Yes.
Yes.
Yes, they would follow the directions.
Yes, they would follow the directions.
Yes, they would follow the directions.
Yes, they would follow the directions.
Yes, they would follow the directions.

6. What advice would you give to someone who was going to be tutored? Or going to be a tutor?

For a tutor:

Follow the teacher's rules.
Tell big kids to not make noise.
Make sure you really want to be tutor.
Not to talk to friends, keep to rules.
Tutors sometimes fooled around.
Made you take a test when you didn't want to.
Played with rubber bands--shooting at each other.
Generally, some do a good job.
If they would have a problem, I would tell them the word.
Don't scream at kid.
Be nice, kind.

For a tutored student:

Know all the words.
Don't hit.
Stop clowning around.
It was fine.
I liked it.
I would tell them by showing them the word.
It will be great when you go there.
You will like it.
Nervous--yes.
You would like it.